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ABSTRACT

This research attempts to find relationships between the Halpin-Croft Organizational Climate Description Questionnaire (OCDQ) and the Stern-Steinhoff Organizational Climate Index (OCI) in their respective descriptions of organizational phenomena. By organizational climate is meant those characteristics that distinguish the organization from others and that influence the behavior of people in the organization. The research design consisted of deriving a matrix of product-moment correlations from OCI and OCDQ factor standard scores. A significant relationship exists between the heuristic constructs developed by both Stern and Halpin. This conclusion does not imply that one instrument can successfully preclude the use of the other. (Author/LN)

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A Study of Relationships Between the Organizational Climate Index and the Organizational Climate Description Questionnaire

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Organizational Climate is being employed with increasing frequency as a conceptual framework in studies of organizational behavior. While there are many definitions of organizational climate, 1 few find serious argument with that proposed by Forehand and Gilmer: "By organizational climate we mean those characteristics that distinguish the organization from other organizations and that influence the behavior of people in the organization."2 The researcher interested in assessing organizational climate needs a conceptual framework which permits him to operationally describe dimensions of these characteristics. The literature concerning organizational climate in business organizations, for example, is replete with many proposed such frameworks which take the form of observation guides, case analysis techniques, and paper-and-pencil inventories. For studying organizational climate in schools, however, only two approaches are presently in widespread use: one was developed by Stern and his associates 3 and the other by Halpin and Croft. 4

[1]For a discussion of approaches to, and definitions of, organizational climate, see Renato Tagiuri and George H. Litwin, eds., Organizational Climate: Explorations of a Concept, (Boston: Division of Research, Graduate School of Business Administration, Harvard University, 1968).

[2]Garlie A. Forehand and B. Von Haller Gilmer, "Environmental Variation in Studies of Organization Behavior," Psychology Bulletin, December, 1964, p. 362.

[3]George G. Stern, People in Context: Measuring Person-Environment Congruence in Education and Industry (New York: John Wiley and Sons, Inc., in press).

[4]Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963).

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Over the years the present investigators have used both the Halpin-Croft Organizational Climate Description Questionnair (OCDQ) and the Stern-Steinhoff Organizational Climate Index (OCI) in staff development work of the type described by Miles. 5 While each of these procedures approaches the task of assessing organizational climate from a different psychological framework, essentially each seeks to describe the personality of organizations. In cases where we had used both the OCI and the OCDQ to obtain climate data from a school, it often seemed that it would be useful to compare the two sets of findings. The purpose of this study was to determine the extent to which the factor structures utilized in each instrument describe the same organizational phenomena.

DESIGN AND PROCEDURES

The instruments used in this study were the Stern-Steinhoff Organizational Climate Index Form 1163 (OCI) 6 and the Halpin-Croft Organizational Climate Description Questionnaire (OCDQ). 7 Matched data were obtained from 53 staff-members of a New York City public school. The factor means were computed from raw scores. Product-moment correlations of these means were obtained, from which a matrix was derived.

FINDINGS

The OCI factor standard scores are shown in Table I. The OCDQ standard scores are shown in Table II. The correlation matrix derived from these scores is shown in Table III.

[5]M.B. Miles, et. al., "Data Feedback and Organizational Change in a School System". Paper read at the American Sociological Association meetings, 1966.

[6]Copywright 1963 by George G. Stern.

[7]Halpin and Croft, op. cit., pp. 122-24.

Table I

OCI FACTOR STANDARD SCORES

	Admin. Staff N=5	College Staff N=5	Teachers N=43
Intellectual Climate	1.03	2.43	1.56
Achievement Standard	3.57	7.87	3.57
Practicalness	-11.04	-2.81	-5.98
Supportiveness	- 3.35	-1.94	-6.63
Orderliness	- 9.04	-7.52	-6.39
Impulse Control	-10.71	-12.70	-10.51

AREA SCORES

	Admin. Staff N=5	College Staff N=5	Teachers N=43
Development Press	-3.08	-.48	-3.21
Control Press	-4.97	-7.58	-5.21

$\bar{X}$=0
0=2

Table II

OCDQ Standard Scores

	Admin. Staff N=5	College Staff N=5	Teachers N=43
DIS	55	61	66
HIN	53	51	57
ESP	28	40	38
INT	57	65	55
ALO	55	48	49
PRD	52	41	49
THR	47	42	42
CON	48	46	42

$\bar{X}$=50
0=10

Table III

Correlation Matrix: OCI Factors and OCDQ Raw Scores

OCDQ Dimensions / Leader Dimensions	Intellectual Climate	Achievement Standards	Practicalness	Supportive-ness	Orderliness	Impulse Control	Development Press	Control Press
Group Dimensions								
Disengagement	-.218	-.198	-.018	-.594**	-.337**	-.252*	-.425**	.097
Hindrance	.011	-.098	.036	-.302*	-.019	-.033	-.030	.036
Esprit	.230*	.283*	.397**	.507**	.260*	.079	.427**	-.191
Intimacy	.127	.239*	.124	-.102	-.050	-.350**	.065	-.270*
Leader Dimensions								
Aloofness	.189	.193	.096	.108	.151	.008	.199	-.164
Production Emphasis	.055	-.003	.078	-.120	-.069	-.007	-.032	-.032
Thrust	.284*	.306*	.239*	.479**	.210	.044	.423**	-.241*
Consideration	.401**	.301*	.194	.460**	.226	.127	.462**	-.277*

N = 53

* = .05

** = .01

DISCUSSION

Halpin subjectively describes the climate of an organizational unit as an analog of human personality. Utilizing an inductive, empirical approach Halpin constructed a 64-item questionnaire, the Organizational Climate Description Questionnaire, which describes four dimensions of group behavior and four dimensions of leader behavior. Halpin refactored these eight factors and derived three general second order factors: Social Needs, Esprit and Social Control.

Stern, utilizing the theoretical framework postulated by H.A. Murray, developed a variety of measures to empirically describe environmental press; the external situational counterpart to individual personality needs. Stern and Steinhoff constructed a 300-item instrument called the Organizational Climate Index to describe environmental press in large, complex organizations. A factor analysis of data collected in public schools yielded six first order factors and a reanalysis indicated two composite factors: Development Press and Control Press.

While the factors in the OCDQ are "fixed" in the sense that they are used to distinguish differences among schools on those dimensions extracted by Halpin, the Stern measures utilizes the 30 press scales in a more flexible building-block fashion. That is to say, the factors extracted in the original school study are utilized for heuristic descriptive analysis; subsequent analyses of new data in school settings or cross institutional analyses (not effective with the OCDQ) permit a reconstellation of the constructs in empirical analysis, but not always in exactly the same form. Our concern here is with those OCI factors which appear to distinguish one group of schools from another. Subsequent analysis may provide us with a more expanded factor structure.

Halpin has suggested that schools whose staff characterize themselves as having high levels of intimacy, low levels of disengagement and hindrance, and who characterize their principals as having relatively high levels of consideration and thrust are, in fact, describing an "open" organizational climate. A faculty which describes itself and its principal in the opposite way and in addition describes the principal as being characterized by a high degree of aloofness and production emphasis is describing a "closed" environment. Halpin uses openness and closedness in describing schools much as Rokeach does in describing the open and closed mind. [8]

[8]Milton Rokeach, The Open and Closed Mind, (New York: Basic Books, Inc., 1960.)

Stern has described the environmental press of schools with such factors as Intellectual Climate, Achievement Standards, Practicalness, Supportiveness, Orderliness, and Impulse Control. The first five factors combine to create what Stern calls a Development or Anabolic factor. Impulse Control and the reflections of the Intellectual Climate and Achievement Standards factors form an additional second order factor called Impulse Control - a catabolic press according to Stern.

The researchers in the present study contend that both sets of constructs are powerful heuristic tools for describing organizational behavior and that the second order factors of both instruments were in fact describing at least similar phenomena. We hypothesized that Intimacy and Consideration would be significantly related to the first five OCI factors and would intercorrelate significantly with Development Press (positive) and Control Press (negative). The same held for Esprit, Thrust, Disengagement, and Hindrance with the signs changing for the last two variables. Aloofness and Production emphasis were expected to be negatively correlated with the first five of the OCI factors, positively related to Impulse Control and Control Press and negatively related to Development Press.

An analysis of the data tended to support our overall contention. Development Press was positively intercorrelated with Esprit, Thrust, and Consideration and negatively intercorrelated with Disengagement. Control Press was negatively correlated with Intimacy, Thrust, and Consideration. No significant relationships of any kind were found between Aloofness and Production Emphasis and any OCI variable. Relationships posited for first order factors were only partially substantiated.

It appears that there is a significant relationship between the most heuristic constructs developed by both Stern and Halpin. However there appears to be little evidence to indicate that one instrument defines so broad a spectrum as to preclude the use of the other.

This paper was prepared for presentation at the annual research convocation of the Educational Research Association of New York State at Lake Kiamesha, November 5-7, 1969.